

# **INSIGHT**

**@ unimas**

Teaching & Learning Bulletin  
volumenine **2006**

## Continuing Professional Development



**cAlm**

Centre for Applied Learning & Multimedia

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Teaching & Learning Bulletin

<http://www.calm.unimas.my>

**INSIGHTWORLD**  
Next dimension

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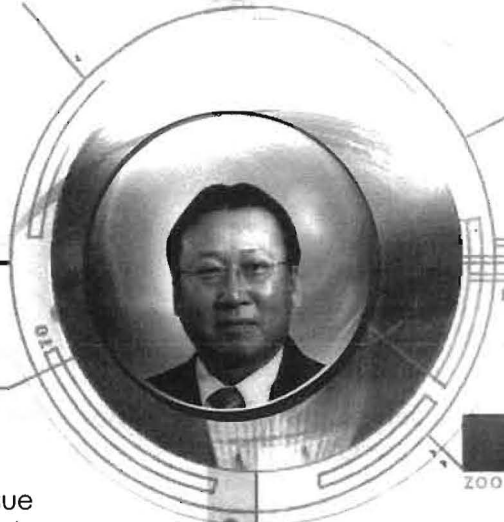
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# Introductory Notes

## Warm greetings from CALM



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The theme of this issue of INSIGHT is Continuing Professional Development (CPD). Oftentimes we ask ourselves why it is worth committing our time and energy to CPD. We hope that through this issue, we are able to identify and appreciate the benefits we can gain from CPD. Also, we wish to show what CPD activities are being implemented in different professions (e.g. human resource development, education, medicine, engineering, etc).

I chose the definition given by The Chartered Institute of Personnel Development (2000) which states that *Continuing Professional Development (CPD) is the conscious updating of professional knowledge and the improvement of personal competence throughout your working life... a commitment to being professional, keeping up to date and continuously seeking to improve. It is the key to optimising your career opportunities, both today and for the future.*

From the above definition, we can see that CPD is relevant to us in the academia. CPD is a means in which we can maintain, improve and broaden our knowledge, skills and develop personal qualities required in our profession as professors, lecturers and researchers. Not only CPD benefits the academics but UNIMAS as well. UNIMAS believes that competent, knowledgeable and up to date academics boost the prestige and credibility of UNIMAS. UNIMAS's CPD opportunities for its academics include scholarships for further education abroad or locally and sponsorships to present papers to national and international conferences. At the home front, we have CALM's postgraduate diploma program in teaching and learning, quality assurance workshops, e-learning workshops and English language courses to mention a few.


In this issue of INSIGHT, we have invited some lecturers to share with us their thoughts regarding the theme. Dr. Rusli Ahmad gives us an overview of what CPD is and how CPD should be implemented in UNIMAS in his article, "Continuing Professional Development in UNIMAS". He asserts that CPD should be carefully planned and implemented in line with the vision and mission of UNIMAS.

A regular contributor to INSIGHT, Dr. Ong Puay Hoon in her article "Continuing Professional Development at the Faculty of Medicine and Health Sciences: Role of the Medical Education Unit" talks about the CPD programs and activities conducted by the Staff/Student Training and Development Group as well as the barriers faced by the faculty in implementing these activities.

Away from UNIMAS pursuing her doctoral degree, Pn. Fitri Suraya Mohamad shares with us how CPD is being adapted and integrated into key work processes in academic institutions in the United Kingdom. She cites specific example of CPD adoption in the field of Teacher Education. She expresses positive outlook on the quality of teaching and learning in UNIMAS as long as lecturers can tap into their CPD opportunities strategically.

From the Engineering Faculty, Dr. Andrew Ragai Henry Rigit outlines the policy developed by the Board of Engineers Malaysia and the CPD programs it prescribes for Professional Engineers in his article, "Continuing Professional Development: Policy for Professional Engineers". Pn. Azida Hj Rashida and Dr. Ibrahim Sapawi show us the path engineering students should take after they graduate. The specific requirements and procedures to become a Professional Engineer can be read from their article, Engineering Graduates: Where to from here?"

In closing, I would like to thank all those who have contributed articles to this issue of INSIGHT for their continued support. I hope that these articles enlighten us to strive for our personal and professional development as well as to be proactive to tap into the CPD opportunities that are being offered by the university.



Prof. Peter Songan

# Continuing Professional Development in UNIMAS



text • inspiration  
Rusli Ahmad : arusli@fcs.unimas.my

Continuing Professional Development (CPD) is a means where employees maintain, improve and broaden their skills, knowledge, attitudes/aptitudes and others (SKAO's) as required by their organizations. In short, CPD plays an important role in employees' professional career. CPD is a systematic and an on-going training and learning activity in many modern organizations. It can either be in a guided or self-directed manner with the ultimate goal to equip an employee with SKAO's. Employee's professional competence can be enhanced through structured

process of personal growth to develop knowledgeable employees. Learning has now become an integral part of organisational activities. Therefore, employees should take every opportunity to learn and improve themselves.

CPD offers many opportunities to engage employees in the training and learning activities. According to Marquardt (1996) the learning organization is an institution that learns powerfully, collectively and persistently. It continually transforms itself to be better managed and

## How should CPD be implemented in UNIMAS?

UNIMAS vision is to become an exemplary university of internationally acknowledged stature and as a scholarly institution of preference and choice by students and academicians through the pursuit of excellence in teaching, research and scholarship. To achieve this vision (in what ever time frame) we need to equip our human capital with whatever competencies through a well planned CPD. Prior to that, the vision has to be translated into each and

*The leaders must prepare the environment to support and encourage learning, link learning to business operations, and communicate the importance of learning organization, demonstrate their commitment to learning, transform organizational culture to one of continuous learning and improvement, encourage employee involvement and embrace continuous, adaptive, improvement-oriented learning approaches throughout the organization*

or unstructured professional development training. In the long run it can uplift the performance of an employee or group of employees and an organization.

CPD enables employees to develop their professionalism and vocational skills in their fields of work. It also makes them feel more competent when relinquishing their works. This in a way encourages employee's professional development. It also serves as a way to progress in their career. In lieu of that, CPD should be perceived as a way for employees to plan their career path. In short, CPD can also take the form of a life-long learning program. This is a continuous

utilize useful knowledge for corporate success. It empowers people within and outside the organization to learn as they work and to utilize technologies to maximize learning and productivity. The leaders must prepare the environment to support and encourage learning, link learning to business operations, and communicate the importance of learning organization, demonstrate their commitment to learning, transform organizational culture to one of continuous learning and improvement, encourage employee involvement and embrace continuous, adaptive, improvement-oriented learning approaches throughout the organization.

every individual (staff and students) in UNIMAS. All citizens of UNIMAS need to work toward becoming exemplary, excellent, competent, honourable and do their best to ensure that this vision becomes a reality. In a way, CPD activities should be planned in a collaborative and participatory manner between the top management and staff of UNIMAS. The CPD activities should be holistic in nature and in line with the identified key performance indicators, confirming to the total quality management procedures and most importantly, it has to be in line with the vision and mission of the university.



# Continuing Professional Development: Staying Contemporary and Forward-Looking



text • inspiration  
Fitri Suraya Mohamad : mfitri@fcs.unimas.my

Continuing Professional Development, or popularly known as CPD, denotes the infinite effort to develop for personal growth. The motivation to engage into CPD is oftentimes driven by personal goals to improve oneself for the better. CPD relates directly to a person's career goals and competencies, in that it provides opportunities for a person to enhance and extend his or her knowledge, experiences, and professional networks of contacts within his or her field of expertise.

In UNIMAS, CPD opportunities come in many forms. Opportunities are open for UNIMAS lecturers to apply for scholarships to pursue higher degrees for study programmes in the country or abroad, and also there are provisions for all academics at the university to present and publish papers in national and international journals and conferences throughout their entire academic careers. Seizing the opportunity to constantly improve oneself as an academic at UNIMAS comes with rewards in various means and levels, including publishing articles for journals at national and interna-

tional academic platforms which denote merit points that are accumulated and tabulated for yearly appraisals, henceforth contribute toward satisfying requirements for career promotions and annual salary increments.

For the purpose of this article, as I am currently pursuing my doctoral degree at the Institute of Education (IOE), University of London, specialising in Technology in Teacher Education, it is fitting to include a brief perspective about CPD through the lenses of teacher education in the United Kingdom in this INSIGHT publication.

Here in the UK, CPD, as a concept, has been adopted and integrated into key work processes of almost all academic institutions of almost every field of study known to man (and woman) today. CPD is equated with developing excellent quality work force, and every individual who wish to increase their competencies as professionals in their own fields of expertise, are encouraged to take advantage of CPD opportunities made available for them at various stages of their career pathways in their work

place. In the UK, CPD in Teacher Education is also synonymously used with INSET, which stands for "In-service Education and Training." IOE for instance, is involved in setting up a new TV channel called "Teachers TV" (<http://www.teachers.tv/>), which is aimed to assist educators in the UK to keep abreast with news concerning teacher issues and developments on day to day basis as a means to enhance the knowledge and skills of teachers in the country. Teachers TV is a revolutionary media mechanism funded by the Department for Education and Skills (DfES) (<http://www.dfes.gov.uk/>). Its goals for the television channel is to bring scenes from various classrooms around the country that showcase good classroom practices which demonstrate how the national curriculum is brought to life effectively by teachers from all regions in the country. The blurb on TeacherNet which is available on the DfES website reads: "Teachers' TV was launched on 8 February 2005 with a wealth of information and resources for both new and experienced teachers, including curriculum-based programmes

for use in the classroom." With the direct involvement of IOE in the production of Teachers' TV, it allows for room to publicise research findings related to education, particularly those that inform classroom practice, teacher development and school issues and challenges to the public domain through the television channel.

DfES also created TeacherNet (<http://www.teachernet.gov.uk/>), a portal (or a one-stop shop) that provides up-to-date information about various topics and issues related to teacher development in the UK and beyond. TeacherNet provides access to online publications that teachers can download to refresh and enhance their knowledge about a wide variety of issues in education, and they also publish a free monthly Teachers Magazine (<http://www.teachernet.gov.uk/teachers/>) which teachers can subscribe or download from their portal. On TeacherNet, there is an online tool that helps teachers to map their career pathways, and there are many online guides to assist them in selecting the best options for training and development courses or programmes, which will add value to their journeys as educators (see <http://www.teachernet.gov.uk/development/index.cfm?pageID=211>). This is a useful tool, because it enables teachers to graphically see their career development plans, and they are able to make relevant and effective choices about their career pathways throughout their whole career.

Another interesting idea to benefit teachers in their pursuit for professional development is the framework of standards, developed by the Training and Development Agency for Schools (TDA). The framework consists of three inter-related sections:

- a) Professional attributes
- b) Professional knowledge and understanding
- c) Professional skills

These standards are used to measure the competencies of each teacher, before the teachers are awarded either one of these recognitions:

- a) The award of QTS (Q)
- b) Teachers on the main scale who have successfully completed their induction (I)
- c) Teachers on the Upper Pay Scale (Post Threshold Teachers) (P)
- d) Excellent Teachers (E)
- e) Advanced Skills Teachers (A)

These five stages of achievements are fundamental to the development of a teacher's career, and each stage signals a significant growth in terms of teaching competence. The framework is designed to be progressive, as it helps initiate teachers to move further beyond their personal thresholds of success, in order to achieve the highest possible excellence standard in teaching (further details are available here: <http://www.tda.gov.uk/teachers/professionalstandards.aspx>).

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***The framework is designed to be progressive, as it helps initiate teachers to move further beyond their personal thresholds of success, in order to achieve the highest possible excellence standard in teaching***

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How do we take cue from some of these initiatives into our local Teaching Community at the university? Presumably the context of teaching for both groups are vastly different – the CPD plans presented above are for teachers who are trained to teach in schools, and for UNIMAS lecturers, their students are at the university, and the expectations for teaching and learning are unique to the fields of knowledge and expertise of each course or programme they are enrolled in. Despite these differences, in the most general sense, it is an established fact that both groups are expected to teach.

For UNIMAS lecturers, it would be interesting to see a quantifiable set of measures that can be used to gauge the levels of effort and initiatives by academics at the university, to further improve their personal competencies as educators. At present, CALM has been offering Post-Graduate Diploma Programme for young lecturers at the university, as a strategy to expand their knowledge

and skills in teaching and learning, and to provide a "common language about educating and education" so each lecturer will be able to contribute productively into the curriculum design and course delivery of their respective programmes at their faculties. This is a great first step for lecturers in UNIMAS, and with further plans to constantly improve teaching qualities at the university, it would be useful for UNIMAS to provide larger opportunities to enable its academics to gauge their personal levels of competencies with those from other universities/colleges. Creating portals where ideas and resources could be shared out among the UNIMAS academics, and to encourage spaces for more inter-faculty and inter-collegial discussions about teaching and learning would be useful, as these resources will stimulate further ideas to strengthen the teaching quality on campus. At university level, the students are expected to be taught higher order thinking skills, and the contents and contexts for learning should be gauged at this level. If we adapt these needs to the CPD pathways drawn up by the UK Teacher Education field, it would be interesting to see how the CPD pathways for the UNIMAS academics would be like, to represent the choices and challenges that are open to all UNIMAS academics to pursue their personal and professional growths as the teaching backbone of the university.

With strategic CPD opportunities throughout their careers, lecturers will be able to tap into the higher and deeper levels of learning; with accumulated ideas, experiences and skills brought forth in inter-faculty interaction spaces, online and offline, lecturers will be able to improve and enhance their teaching competencies in a short time frame. As proclaimed in the mission of the university, which promises UNIMAS to be contemporary in outlook, the initiative to strengthen the quality of teaching and learning at the university will position UNIMAS at the top of its class, thanks to taking proactive steps to continually develop and challenge its young academic talents to master the art of teaching and the science of knowledge building.



# Continuing Professional Development at the Faculty of Medicine and Health Sciences: Role of the Medical Education Unit



text • inspiration

Dr. Ong Puay Hoon : phong@cans.unimas.my

The Medical Education Unit (MEU) at the Faculty of Medicine and Health Sciences was set up in 2001 under its first Coordinator, Prof. Dr. Alison M. Johnston. The Unit supported many of the academic activities of the Faculty, especially in relation to assessments and examinations. With the revamp of the organizational structure of the Unit to include joint-appointees in 2003, this Unit is able to take on multi-faceted roles and responsibilities that support the academic and teaching-learning activities of both the undergraduate medical and nursing programmes of the Faculty in a much broader sense. Appendix A shows the organizational structure of the Unit as of 1 January 2006.

Joint-appointees are academic members who are interested and willing to contribute to medical education issues in the Faculty. They contribute part of their time and focus in one or more working groups in the Unit, and are basically the driving forces behind the many activities of the Unit.

## FIVE WORKING GROUPS IN MEU

The five working groups in the Unit are as follows:

- ▶ Curriculum Development Group
- ▶ Assessment Group
- ▶ Staff/Student Training and Development Group
- ▶ Teaching-Learning Support Group
- ▶ Research Group

Each working group has its Head of Group to coordinate its activities. The specific tasks and responsibilities of each of these working groups are delineated in Appendix B.

## STAFF/STUDENT TRAINING AND DEVELOPMENT WORKING GROUP

Continuing professional development (CPD) is the major focus of this working group. It plans for the

the development of personal qualities necessary for the execution of professional duties, in relation to teaching and learning of academic members in the Faculty. Although CPD or the process of constantly updating personal skills and knowledge is owned by the individual, it should take into account the organization's needs and demands. This working group attempts to align the CPD needs of the individual with that of the Faculty, especially with regards to teaching and learning.

As the context and infrastructure for CPD in teaching and learning at the Faculty of Medicine and Health Sciences have evolved to more specialized skills in delivering the medical and nursing curricula, these changes have impacted greatly on the demand for opportunities for CPD that have a clear translation into practical applications in the Faculty and the effectiveness of its delivery.

The diverse CPD programmes organized and conducted by the Staff/Student Training and Development Group are as follows:

- ▶ **Staff Orientation Programmes** for new academic members, whether full-time, contract, adjunct or part-time. Members who returned to the Faculty after a stint away pursuing postgraduate courses are also required to attend these programmes which are held regularly throughout the whole year. New academics are introduced to the Mission and Vision of the Faculty, its History and Future Development Plans and the undergraduate medical programme and its assessment structure and format. In addition, these staff members will have opportunities to listen to the Dean, Deputy Dean (Undergraduate and Student Development), Deputy Dean (Postgraduate and Research), Senior Assistant Registrar and Head of Nursing Programme regarding their specific role and responsibilities and other related details.



- **Introduction to Problem-Based Learning (PBL) Workshops** which are usually held concurrently to the Staff Orientation Programmes are for similar target groups as the orientation programmes. This is to ensure that new academics share the same philosophy of the Faculty towards the implementation of PBL as one of its teaching-learning methodologies. Topics in this workshop include:

- History of PBL in the Faculty
- Introduction to PBL and its benefits to learners
- How PBL is conducted in the Faculty
- Roles of facilitators and learners
- A simulation exercise in a PBL session

A similar workshop that stretches over a period of one week is conducted for new Year One medical students. Here, the students are put through a simulation of the actual implementation procedures of PBL in the Faculty.

- **Specific Teaching-Learning Skills Workshops** aim to improve and enhance the quality of teaching-learning and assessment skills of the lecturers in the Faculty. Some of such workshops previously organized by MEU include:

- Constructing Questions for Examinations (include Best Answer Questions, Modified Essay Questions, Objective Structured Practical Questions, Objective Structured Clinical Questions)
- PBL Facilitation skills
- PowerPoint Animation skills
- E-Learning and e-moderation (conducted in collaboration with Centre for Applied Learning and Multimedia, CALM)

- **Specific Research Skills Workshops/Seminars** aim to improve and enhance specific research skills of our members. These workshops have included:

- Qualitative Research Seminar
- Using Statistical Package for Social Sciences (SPSS) in data analysis
- Basic Research Methodology and Biostatistics
- Microsoft Excel program (also for support staff)

- **Workshops on Specific ICT Skills** aim to enhance the efficient and effective use of the computer and the internet. These workshops have included:

- Basic Computer Knowledge
- Lotus Mail Management
- Web-page Design and Construction
- Document Security in the Computer and Internet

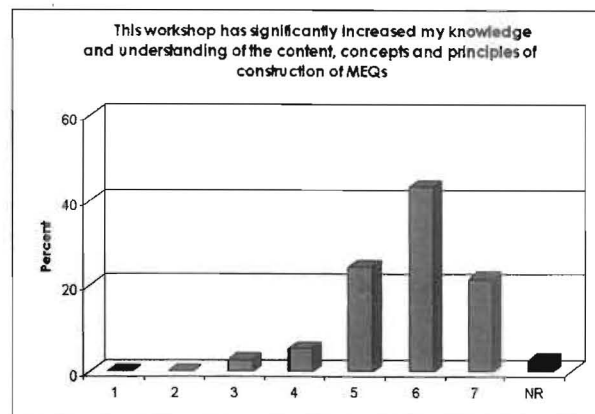
- Other related workshops, if requested by academic members, have included:

- A series of **Bahasa Malaysia Communication sessions** for contract officers from Myanmar, India, Egypt and Pakistan that aim to develop their vocabulary and understanding of Bahasa Malaysia. This will not only enable them to interact in a more meaningful level with their patients, but also help them in their social interactions with the general public

- **CD-ROMs, Online Databases and e-Journals** (conducted in collaboration with the Center of Academic Information Services, CAIS).

The list of workshops/seminars conducted by MEU since 2001 are listed in Appendices C and D, respectively.

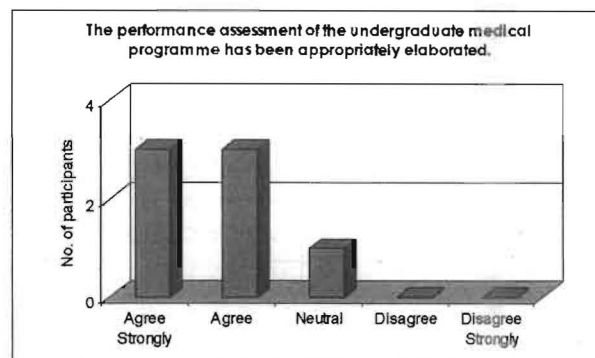
#### SOME FEEDBACK COMMENTS FROM PARTICIPANTS



1 - very poor/very unsatisfactory 7 - excellent/most satisfactory NR - no response

#### WORKSHOP ON MEQs AND OSPE QUESTIONS (PHASE 1): ITEM CONSTRUCTION AND ANALYSIS

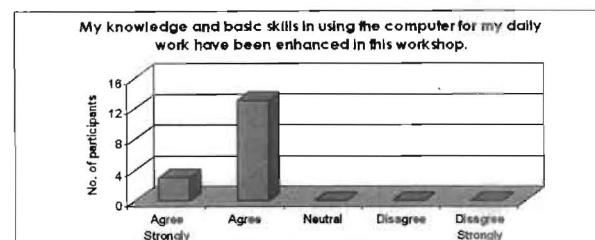
Date: 1 – 3 September 2004



#### ACADEMIC PROGRAMME FOR NEW ACADEMIC STAFF

Date: 30 June 2005

While one participant remained neutral, the remaining participants agreed or agreed strongly that the performance assessment of the undergraduate medical programme has been appropriately elaborated.



#### BASIC COMPUTING & LOTUS MAIL MANAGEMENT

Date: 1 July 2005



All the participants agreed or agreed strongly that their knowledge and basic skills in using the computer for their daily work have been enhanced in this workshop.

## CHALLENGES FACED BY MEU WITH REGARDS TO CPD

The Unit faces immense difficulties in playing its roles and responsibilities, especially in relation to organizing and conducting staff development programmes in the Faculty. The pertinent difficulties are:

### 1) **One Full-Time Member**

The Unit has one full-time member. Although joint-appointees contribute tremendously to the activities of the Unit, their contributions are limited as each of them has their full working load with their parent departments or programme.

### 2) **No Support Staff**

While all other departments, programme and Coordinators of the Faculty enjoy the services of specially-designated support staff; MEU, despite its multi-faceted roles in the Faculty, has no such staff. All tasks, including manual tasks, are undertaken by its members. Needless to say, the time and energy resources of its members are stretched to their limits due to ever-demanding expectations.

### 3) **No Budget for Organizing Workshops**

There is no allocation of budget for the Unit to run its workshops.

### 4) **Attitude of Certain Academics in the Faculty:**

The multi-faceted roles of the Unit are not recognized by some academics. As organizing CPD workshops is one very visible task of the Unit, certain academics made caustic comments about this active role of the Unit.

### 5) **Participation of lecturers, especially clinicians, adjunct and part-time lecturers**

Besides their teaching-learning duties, many clinicians also have patient care services at the Sarawak General Hospital and consultation or locum activities elsewhere. Hence, participation of these members and adjunct and part-time lecturers from Sarawak General Hospital, Sibul Hospital, district hospitals, private hospitals and other clinical facilities is limited in many of the Unit's workshops.

### 6) **Delivery of CPD courses**

Delivery of CPD courses and training programmes is still based on the traditional model of pedagogy. Other methods of delivery which include open learning, on-the-job coaching, mentoring, action learning and a range of multimedia packages should be considered.

### 7) **High turnover rate of the Faculty's academics**

Staff members, whether full-time or contract officers, come and go throughout the year. Many of the CPD workshops have to be continuously repeated to cater to the needs of new staff

*In its sensitivity to the comments made by the Accreditation Teams in their past visits and also to comments made by staff members, the future plans of the Staff/Student Training and Development Working Group towards the CPD of the academics should include more hands-on teaching delivery workshops, especially on clinical/bedside teaching*

## FUTURE PLANS

In its sensitivity to the comments made by the Accreditation Teams in their past visits and also to comments made by staff members, the future plans of the Staff/Student Training and Development Working Group towards the CPD of the academics should include more hands-on teaching delivery workshops, especially on clinical/bedside teaching. Regular workshops on constructing questions and item analysis for improvement of questions used in the examinations and on writing PBL triggers and PBL facilitation skills are very much needed due to the high turnover rate of the Faculty's staff.

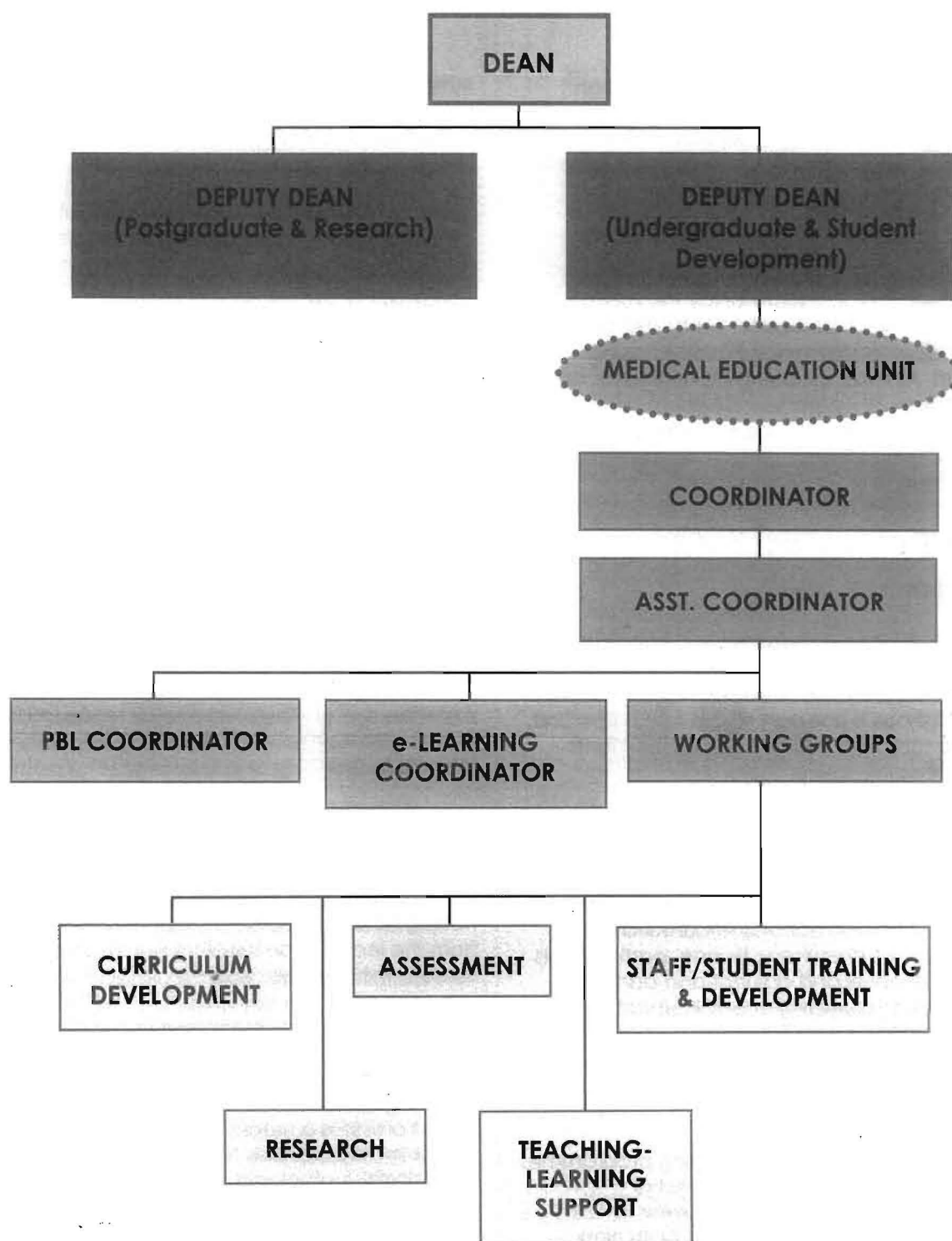
## CONCLUSION

MEU is currently five years old. Although its effectiveness and efficiency in the Faculty have been limited by the many challenges as commented above, its members continue to work tenaciously to improve and if possible, expand our support to the teaching-learning and CPD activities. It is committed to helping our members develop and maintain their expertise and professional competence and further their professional contributions to the Faculty with regards to teaching and learning.

One such laudable effort is the publication of its online biannual newsletter, Medical Education Update, in the Faculty's website [<http://www.unimas.my/faculties/fmhs/meuBulletin/index.html>]. This newsletter disseminates articles, reviews or reports from the lecturers on medical education-related issues in the Faculty.

Besides the CPD programmes organised by MEU, the Faculty also provides other regular platforms for CPD for its academics. These include Clinico-Pathological Conferences (CPCs) where a clinical expert presents a medical case and its details and one or more specialists for example, an anatomist, physiologist, pathologist, biochemist, pharmacologist, public health or family medicine specialist or a clinical specialist then take turns to discuss the specific aspects of the case. In CPCs, medical students to senior clinicians are able to look at different medical cases from various perspectives. Another CPD opportunity in the Faculty is the regular seminar series where lecturers and invited speakers present their research papers. In addition, academics attend seminars and conferences, both locally and abroad and many present papers in this CPD platform.

**ORGANISATIONAL CHART 2006\***  
**MEDICAL EDUCATION UNIT**  
**FACULTY OF MEDICINE AND HEALTH SCIENCES**



**ORGANISATIONAL CHART 2006\***  
**MEDICAL EDUCATION UNIT**  
**FACULTY OF MEDICINE AND HEALTH SCIENCES**

GROUP	TASKS
<b>Curriculum Development</b>	<ul style="list-style-type: none"> <li>• Curriculum planning (new courses and programmes)</li> <li>• Curriculum review</li> <li>• 10-year Master Plan</li> <li>• Curriculum mapping (course/programme structure)</li> <li>• Problem-based Learning and its implementation</li> <li>• New innovations in teaching and learning experiences</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Review of the system and components of assessment</li> <li>• Guidebook for assessment</li> <li>• Format for Block/Posting Coordinator's report</li> <li>• Analysis of block/posting and individual performance</li> <li>• Question bank</li> <li>• Vetting of examination questions</li> </ul>
<b>Teaching and Learning Support</b>	<ul style="list-style-type: none"> <li>• Web page (for new lecturers to get information on the teaching-learning and assessment processes)</li> <li>• e-Learning</li> <li>• Advisory service for learning resources (poster, brochure, VCD, digital photographs, etc.)</li> <li>• Publications</li> </ul>
<b>Staff/Student Training &amp; Development</b>	<ul style="list-style-type: none"> <li>• Starter kit (for new lecturers)</li> <li>• Orientation programmes for new staff</li> <li>• Introduction to Problem-Based Learning for new students</li> <li>• Problem-Based Learning and its evaluation</li> <li>• Item writing and analysis</li> <li>• e-Learning</li> <li>• Online databases and e-journals with special emphasis on OVID</li> <li>• Special IT skills</li> <li>• Other training</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>• Identification of relevant areas of research</li> <li>• Establishment of collaboration between faculty members in research activities</li> <li>• Advisory service to other members of the faculty</li> <li>• Record of research work by faculty members on medical education issues</li> </ul>

\* as of 1 January 2006

**TRAINING COURSES AND WORKSHOPS THAT HAVE BEEN CONDUCTED  
BY THE MEDICAL EDUCATION UNIT,  
FACULTY OF MEDICINE AND HEALTH SCIENCES FOR YEARS 2001-2002**

NO.	TRAINING COURSES/WORKSHOPS	DATE	NO. OF PARTICIPANTS
1.	Orientation Programme for Academic Staff	27 August 2001	27
2.	Orientation Programme for Academic Staff	21 March 2002	16
3.	Problem-Based Learning (PBL): The UNIMAS Medical Model (for new staff)	13 July 2002	-
4.	Testing and Evaluation (by Neil Paget)	28 Oct - 8 Nov 2002	20
NO.	TRAINING COURSES/WORKSHOPS	DATE	NO. OF PARTICIPANTS
1.	Orientation Programme for Academic Staff - Series 1	22 March 2003	21
2.	Paediatric Curriculum Review (collaboration with Pediatric Department)	12 April 2003	20
3.	D-ROM, On-line Databases and e-Journals Resources	25 April 2003	27
4.	Problem-Based Learning (PBL): The UNIMAS Medical Model (for new staff) - Series	13 May 2003	24
5.	Problem-Based Learning (PBL): The UNIMAS Medical Model (for new students)	19 - 23 June 2003	60
6.	PowerPoint Animations (Advanced)	17 July 2003	24
7.	PowerPoint Animations (Advanced)- Series 2	27 September 2003	26
8.	Problem-Based Learning (PBL): The UNIMAS Medical Model (for new staff) - Series	27 September 2003	18
9.	Orientation Programme for Academic Staff - Series 2	30 September 2003	15
10.	Web-page Design and Construction (for Teaching-Learning Support Group)	11 October 2003	7
11.	MCQ (Best Answer) - Item Writing & Item Analysis	21-22 October 2003	41
12.	Bahasa Malaysia Communication Classes for Expatriate Staff	3 - 24 November 2003 (10 sessions)	10 (average)
13.	A Discussion Session on PBL: Its Issues and Implementation in FMHS	4 December 2003	51
		No. of training workshops	Total no. of participants
2003		13	344



**TRAINING COURSES AND WORKSHOPS THAT HAVE BEEN CONDUCTED  
BY THE MEDICAL EDUCATION UNIT,  
FACULTY OF MEDICINE AND HEALTH SCIENCES FOR YEAR 2004**

NO.	TRAINING COURSES/WORKSHOPS	DATE	NO. OF PARTICIPANTS
1.	Workshop on e-learning (collaboration with CALM)	12 - 13 February 2004	24
2.	Workshop on Facilitation Skills in Problem-Based Learning: Series 1	25 February 2004	29
3.	SPSS (Analysis Procedures) Train-the-Trainers Workshop: Series 1	25 - 27 March 2004	17
4.	SPSS (Analysis Procedures) Train-the-Trainers Workshop: Series 2	5 - 7 April 2004	15
5.	Workshop on Basic Computer Knowledge	12 April 2004	18
	Workshop on Facilitation Skills in Problem-Based Learning: Series 2	15 April 2004	29
7.	Orientation Programme for Academic Staff	14 May 2004	8
8.	Workshop on Introduction to Problem-Based Learning: UNIMAS Model	22 May 2004	4
9.	An Introduction to the Undergraduate Medical Curriculum in The Faculty of Medicine and Health Sciences, UNIMAS and Problem- Based Learning: Briefing to the Medical Staff in Surgical And Medical Units in Sibu Hospital	26 May 2004	14
10.	Workshop on e-Learning 1: Introduction (collaboration with CALM)	14 - 15 June 2004	14
11.	Workshop on e-Learning 2: e-Moderation (collaboration with CALM)	17 - 18 June 2004	13
12.	Workshop on Document Security	23 June 2004	22
13.	Problem-Based Learning (PBL): The UNIMAS Medical Model (for new students)	21 - 25 June 2004	67
14.	MEQs and OSPE (Phase 1): Item writing and analysis	1-3 September 2004	44
15.	CD-ROM, On-line Databases and e-Journals Resources for Teaching and Research with special emphasis on OVID data base	1 October 2004	12
16.	Qualitative Research Seminar 2004: Bridging Evidence and Practice (collaboration with Nursing Programme)	6 -7 October 2004	91
		<b>No. of training workshops</b>	<b>Total no. of participants</b>
2004		16	407

**TRAINING COURSES AND WORKSHOPS THAT HAVE BEEN CONDUCTED  
BY THE MEDICAL EDUCATION UNIT,  
FACULTY OF MEDICINE AND HEALTH SCIENCES FOR YEAR 2005**

NO.	TRAINING COURSES/WORKSHOPS	Date	NO. OF PARTICIPANTS
1.	Workshop on MEQ (Phase 2): Question Construction and Evaluation	18-19 January 2005	24
2.	Orientation Programme for new Academic Staff	26 January 2005	10
3.	Problem-Based Learning (PBL): The UNIMAS Medical Model (for new staff)	27 January 2005	10
4.	Microsoft Excel Training for Academic Support Staff	2 February 2005	6
5.	Discussion on standardization of marks of students in Excel file with clerks in the Academic Office	5 April 2005	6
6.	Workshop on Basic Research Methodology and Biostatistics (co-organized with Clinical Research Centre, Sarawak General	8-10 June 2005	35
7.	Workshop on M-EXCEL for support staff: Part 1	13 June 2005	16
8.	Problem-Based Learning (PBL): The UNIMAS Medical Model (for new staff)	29 June 2005	8
9.	Orientation Programme for new Academic Staff	30 June 2005	7
10.	Workshop on Basic Computing and Lotus Mail Management	1 July 2005	16
11.	Workshop on Introduction of Problem-Based Learning (PBL): The UNIMAS Medical Model (for new students)	11-17 July 2005	65
12.	Workshop on M-EXCEL for support staff: Part 2	15 July 2005	12
13.	e-Learning and e-Moderation	26 July 2005	11
14.	e-Learning for lecturers in Blocks 2, 3, 4 and 5	28 July 2005	6
15.	CD-ROM, On-line Databases and e-Journals Resources for Teaching and Research with special emphasis on OVID data	22 September	10
16.	Discussion on Item Analysis and Item Specification Matrix	26 October 2005	7
No. of training workshops		Total no. of participants	
2005		249	

**TRAINING COURSES AND WORKSHOPS THAT HAVE BEEN/WILL BE CONDUCTED  
BY THE MEDICAL EDUCATION UNIT,  
FACULTY OF MEDICINE AND HEALTH SCIENCES FOR YEAR 2006**

NO.	TRAINING COURSES/WORKSHOPS	DATE	NO. OF PARTICIPANTS
1.	Q&A session on Question bank software (collaboration with Academic Office)	5 January 2006	7
2.	Training on ASSIST: Series 1 (new e-learning system)	16 January 2006	10
3.	Effective Trigger Design for PBL in the undergraduate medical programme	23-24 January 2006	16
4.	Training on Media 100 - video scripting and editing software (collaboration with CALM)	13-14 March 2006	1
5.	Demonstration on Qbank (new software for question banking) (collaboration with Academic Office)	23 March 2006	8
6.	Orientation Programme and Introduction to PBL (for new academic staff - fulltime, contract, adjunct and part-time)	4 April 2006	12
7.	Introduction to PBL (for new Yr 1 students) (collaboration with PBL Coordinator)	10-14 July 2006	75
8.	Workshop on Bedside Teaching: A Practical Guide for Medical Educators Series 1 (for staff in FMHS, adjunct/part-time lecturers/GPs in Kuching/Serian)	August 2006	35
9.	Workshop on Bedside Teaching: A Practical Guide for Medical Educators Series 2 (for adjunct/part-time lecturers in Sibul, Bintangor & Bintulu)	November 2006	30

## APPENDIX D

Workshop on MCQ (Best Answer): Item Writing & Item Analysis, 21-22 October 2003.	Workshop on e-Learning 2: e-Moderation, 17-18 June 2004.
Orientation Programme for new Academic Staff, 26 January 2005.	Workshop on Introduction to PBL: UNIMAS Medical Model, 4 April 2006.

# Continuing Professional Development: Policy for Professional Engineers

Engineering provides an ever changing spectrum of challenges and opportunities. It is extremely vital that all engineers be committed to their own Continuing Professional Development (CPD) so that they could face these challenges and at the same time take advantage of opportunities that may arise. CPD may be defined as systematic maintenance, improvement and broadening of knowledge and skills and development of personal qualities for execution of professional and technical duties throughout the engineers' working life. Broadly speaking, CPD includes activities that extend and/or update the knowledge, skills or judgments and enable to:

1. understand and apply advances in the arts and sciences of engineering;
2. face changes in career direction;
3. be more productive; and
4. better serve the public.

The objective of CPD for Professional Engineer is the maintenance of technical knowledge and skills (i.e. competency) to do a job. At the same time, to require all engineers to stay abreast of new engineering development in their field and changes in codes and regulations. In order to achieve these objectives, the Board of Engineers Malaysia (BEM) has developed a policy on CPD as follows:



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1. the CPD requirement will apply to all Professional Engineers;
2. the CPD shall be an average of 50 hours per year over a three year period;
3. CPD activities will be carried out by BEM or other reputable organizations authorized by BEM;
4. the BEM will promote continuing education opportunities and endorse CPD courses offered by professional and educational institutions, employers and industry; and
5. the BEM will administer a CPD audit system – up to 10% of practicing Professional Engineers will be randomly audited each year.

The activity to qualify as CPD must be related to the career as a Professional Engineer. For many engineers, CPD will include management, finance, law, economics, foreign languages and others in which the Professional Engineer carries out his/her business. The CPD program for Professional Engineers will comprise six major groups of activities:

1. Formal education and training activities
2. Informal Learning activities
3. Conference and meeting
4. Presentation and papers
5. Service activities
6. Industry involvement (for academicians)

Functions that are routinely performed as part of the employment are not normally claimable. For instance, university lecturers cannot claim under "Presentation and Papers" the lectures they present as part of their employment.

Engineers employed in academic positions are expected to foster links with industry for the benefit of engineering education, research and practice. This requirement also ensures that they are exposed to developments in engineering practice outside their university. Industry involvement will normally be in the form of consulting services. However, where one has close ties with industry, he can include supervision of industry-sponsored research. Supervision of design projects carried out for industry and field trips may also be counted if they have contributed to the above objectives. Professional Engineers in academic position must be able to show they have at least 30 hours of industry involvement in each year. Every practicing Professional Engineer must submit his/her CPD records together with his application for renewal of registration with BEM. In cases of non-compliance, the following actions may result in:

1. A Professional Engineer to agree a specified course of CPD before renewal of his/her professional registration
2. Suspension of registration as Professional Engineer until specified action has been completed
3. Eventual withdrawal of registration as Professional Engineer

#### Acknowledgement

*This article is adapted from an announcement by Board of Engineers Malaysia, published in the monthly bulletin of the Institution of Engineers Malaysia, Jurutera, October 2004.*

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”



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# ENGINEERING GRADUATES: WHERE TO FROM HERE?

Engineering has become increasingly recognized as a field, which is facing rapid changes in this new millennium. The BEM, on its part, is trying to instill and uphold a greater level of professionalism and professional expertise in the local construction industry in view of globalization and the challenges associated with it in the international services sector. Its policy is aimed to further improve and broaden the knowledge and skills of engineers in performing their duties in line with current practice and regulations.

Once an engineering student graduates, he/she will be expected to work and earn four-digit monthly salary. Whether the graduate is aware or not, he/she who wants to take up employment as an engineer must be registered first as a Graduate Engineer with the Board of Engineer (BEM). After registration, the Graduate Engineer will be registered in the branch of engineering as stated in his basic degree certificate.

A Graduate Engineer may choose to be complacent with his routine jobs of designing and completing projects after projects. However, with the ever-changing challenges and development in the present world, engineers cannot but inevitably, have to consider seriously their continuous personal development. This means all engineers are required to be technically competent and kept abreast with current changes. Continuous personal development also means having a wider scope of work such as being involved in management, consultancies and the like. Therefore, as an engineering graduate, where to from here?

The next step of progress for a Graduate Engineer is by applying to register as a Professional Engineer (PE). Any candidate who applies for registration as a PE must:

- be registered as a Graduate Engineer with BEM;
- have satisfied the training requirements of BEM;
- have passed the Professional Assessment Examination (PAE) of BEM or be elected as a Corporate Member of the Institution of Engineers Malaysia (IEM); and
- have been residing in Malaysia for a period of not less than six months immediately prior to the date of application.

The training requirement of BEM is prescribed in Regulation 22(1) of the Registration of Engineers Regulations 1990 (Amendment 2003) under section 10(1)(b) of the Act. The practical training experience required shall be for a period of three years in a manner satisfactory to the Board of Engineers in:

- the planning, design, execution or management of such works as complying with the engineering profession;
- engineering research; or
- the teaching of a course leading to a qualification in engineering research; or in the teaching in a course leading to a qualification approved by the Board, and at least one Year of such practical experience shall be obtained in Malaysia under the supervision of a registered Professional Engineer of the same discipline or an approved allied discipline and shall be in fields of engineering practice other than in research or teaching.

- d. After the candidate has completed the required prescribed training, he may apply to sit for a PAE which is conducted by BEM.

Upon approval of the application for a PAE, BEM shall appoint a Principal Examiner who in turn shall appoint a Second Examiner. The examiners shall be either of the same or approved allied discipline as that of the candidate. A PAE will consist of a professional interview, followed by essay writing. The examiners shall test the candidate during the interview on the following aspects:

- a. understanding of the application of engineering principles to the solution of problems arising from the investigation, planning, design, construction, operation or maintenance of engineering works; or on the subject of his research; and
- b. the ability to communicate.

The candidate is then required to write two essays. One essay is related to the candidate's training and experience as stated in his report (submitted earlier to the Examiners). The other essay is on the code of ethics for engineer.

Submissions of documents to the Examiners for various engineering branches are specified by the BEM. As an example, candidate engaged in research and teaching should submit two copies of a report of not more than 4000 words as evidence of the research carried out by him. This report should include a brief summary of the candidate's research work, stating the subject matter and objectives, together with a list of papers he has published. The documents shall have to be certified by a Professional Engineer who is in a responsible position as the employer or the principal for whom or under whom it was prepared.

It is thus important for all engineers or graduating engineers to seriously consider sitting for the PAE. This will raise their status as Professional Engineers in the engineering society and maintain their credibility in continuous professional development.

#### **Acknowledgement**

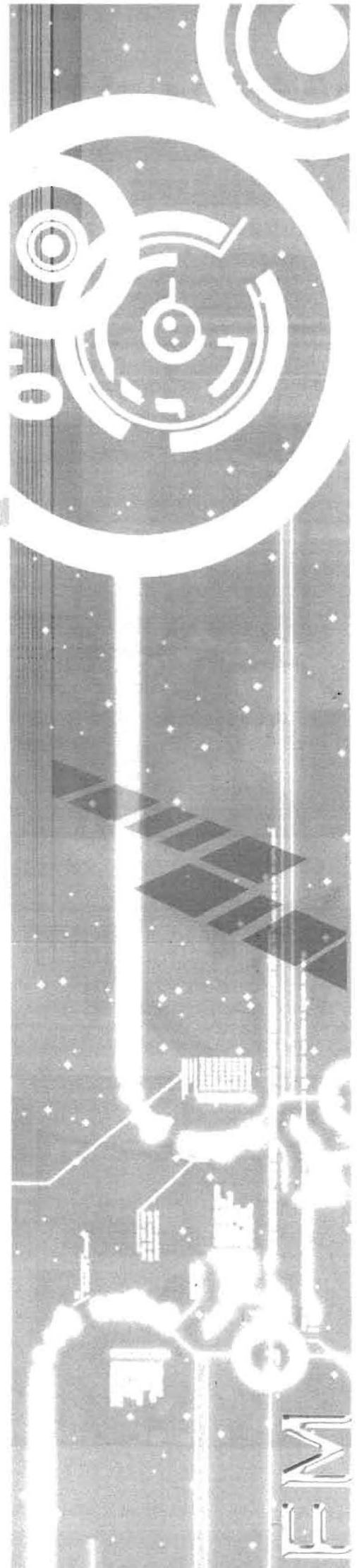
*This article is adapted from announcements by: Board of Engineers Malaysia website: <http://www.bem.org.my/> and Institution of Engineers Malaysia website: [webmaster@iem.org.my](mailto:webmaster@iem.org.my)*

Further application and enquiries pertaining to registration, examination and qualification can be addressed to:

**Registration & E & Q Department,  
Board of Engineers Malaysia, Tingkat 17,  
Ibu Pejabat JKR, Kompleks Kerja Raya Malaysia,  
Jalan Sultan Salahuddin,  
50580 Kuala Lumpur  
or email to: [bem1@jkt.gov.my](mailto:bem1@jkt.gov.my)**

future?

ENGINEERING GRADUATES:  
WHERE TO FROM HERE?



## PTK Course

12-21 June 2006

Held at the Faculty of Computer Science and Information Technology, UNIMAS

# 01



# 02

## Strategic Course Development and Assessment Management Workshop

20-21 July 2006

Unimas Staff Training Centre

